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ABSTRACT

This brief report offers an explanation for mutual understanding among European Community Member States of how "subsidiarity" applies for future cooperation in education and training. Basic information on the division of responsibilities, both administrative and financial, in education and training in the Member States is presented. The countries profiled include: (1) Belgium; (2) Luxembourg; (3) The Netherlands; (4) Greece; (5) Spain; (6) France; (7) Ireland; (8) Italy; (9) Denmark; (10) Federal Republic of Germany; (11) Portugal; and (12) the United Kingdom. (EH)

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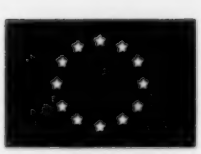

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EURYDICE European Unit
Rue d'Arlon 15
B - 1040 Brussels

Tel. 32-2-238.30.11
Fax 32-2-230.65.62

FOREWORD

With the ratification of the Maastricht Treaty on European Union, the concept of "subsidiarity" is at the heart of debates at Community level. To facilitate mutual understanding and Community and Member State discussions on the application of this concept to future cooperation in education and training, some basic information was needed on the division of responsibilities - administrative and financial - in the Member States in these fields. The present brief document is intended to meet this need.

The first draft of the document was written by the Commission's Task Force: Human Resources, Education, Training and Youth. At the latter's request, it has since been finalised by the European Unit of EURYDICE on the basis of additional material, either available at the European Unit of EURYDICE (the joint EURYDICE/CEDEFOP publication "Structures of the Education and Initial Training Systems in the Member States of the European Community" and the EURYDICE National Dossiers on the Member States' education systems), or provided in the contributions of the offices assisting the Commission in the implementation of Community education and training programmes (ERASMUS, COMETT, FORCE, ...).

The content of the text has been verified by both the National Units of EURYDICE and the National Agencies of CEDEFOP.

We would like to thank all those mentioned above for their collaboration in the preparation of this document.

Luce Pépin
Director
EURYDICE European Unit, October 1993

BELGIUM

In Belgium there are three Regions (Flanders, Wallonia and Brussels), three Communities (French Community, Flemish Community and German-speaking Community) and four linguistic regions (French language region, Dutch language region, German language region and the bilingual region of Brussels).
For each Community there is a separate education system.

As of 1 January 1989, responsibility for educational matters was transferred to the Communities. Only three matters remain the responsibility of the Central State :

- fixing the start and finish of compulsory schooling;
- minimum conditions for the awarding of diplomas;
- pensions scheme.

The Councils and Governments of the three Communities organize and subsidize education, and legislate on all educational matters other than the three mentioned above.

Within each of the language-based education systems, educational establishments at **pre-school**, **primary, secondary and higher education** level make up three networks, the first two considered "public":

- education organized and financed in total by the Communities (*ARGO - Autonome Raad voor het Gemeenschapsonderwijs* - for the Flemish Community);
- education organized by the provinces and communes and subsidized by the Communities;
- "free" education organized by private bodies and subsidized by the Communities.

The Communities finance establishments according to certain legal provisions, within which the budget allocated can be rather freely employed.

The Community Ministries of Education are also responsible for matters relating to **initial training** in secondary education.

Some **continuing training** is also under the responsibility of the Community Ministries of Education - "social advancement courses" (day and evening courses modelled on full-time education), part-time artistic education, distance learning and alternating vocational education.

Continuing training for employees and the unemployed is the responsibility of various bodies under the Community and regional authorities. In Flanders, the Flemish Office for employment and training (*VDAB*) is responsible for both employment and training.

In Wallonia, the Community and regional office of training and employment (*FOREM*) is also responsible for both matters. In Brussels, the Brussels regional office for employment (*ORBEM/BGDA*) is responsible for the employment of both French- and Dutch-speakers, while *VDAB* is responsible for the training of Dutch-speakers and *FOREM* for the training of French-speakers.

In accordance with the last institutional reform (July 1993) which in the French Community transferred powers over vocational training to the Regions (from 1.1.1994), the French Community Commission (*Commission communautaire française*), the elected assembly of French-speakers in Brussels, will be responsible for the vocational training of French-speakers in Brussels.

The public authorities finance training for the unemployed. Training for employees, requested by the employer, must be partly financed by the employer. The law on paid educational leave permits all full-time workers to be absent from the work place to follow training and keep their salary.

Following the inter-professional agreements of 1989-90 and 1991-92 and, more recently, of 1993-94, training funds of 0.18 %, 0.25 % and 0.15 % of total salary costs have been constituted to ensure, in partnership with training operators such as *VDAB* and *FOREM*, the integration of groups at risk into the labour market.

The Communities are also responsible for apprenticeships, initial and continuing training for independent professions and for managers of *SMEs*, through specialized bodies.

In the French Community, this is the *Institut de Formation Permanente pour les Classes Moyennes et les PMEs*. Powers over these matters will also be transferred to the Regions as from 1.1.1994.

In Flanders, self-employment training programmes are offered by the Flemish Self-Employment Institute (*VIZO*), which comes under the Economics, Employment and Home Affairs Department.

LUXEMBOURG

The Ministry of National Education is responsible for all categories of public education and for all on-the-job training and vocational training schools. Administration is centralized, with essential matters decided at national level - legislation and the general framework for the curriculum, methods, organization of school time etc.

The management of schools of **pre-school, primary** and **complementary** (for pupils aged 12 to 15 who have failed the secondary school entrance examination) **education** is the responsibility of the communes. The commune is responsible for building and equipping public primary schools and for appointing teachers. Two thirds of teachers' salaries are financed by the State (80 % of teachers' salaries in complementary education). Most primary schools are public.

Schools of **general** and **technical secondary education** as well as institutions of **higher education** are managed by the Ministry of National Education, with the assistance of the directors of these institutions.

The social partners, through professional chambers, are consulted on certain matters concerning **secondary education** and **vocational training**. They have wide-ranging legal responsibilities regarding the **apprenticeship** system.

Continuing vocational training is organized by the Ministry of National Education, professional chambers, communes and recognized private organizations. The committee for the coordination of continuing training (tripartite organization) coordinates programmes, allocates financing and recognizes training organizations. Courses for the unemployed may be subsidized by the Ministry of Labour or the European Social Fund (ESF). Firms do not have to finance continuing training.

THE NETHERLANDS

The overall responsibility for the education system (public and private) lies with the Ministry of Education and Science and the legislative power of the Dutch Parliament.

The principle tasks of central government are organization, funding, supervision and examination.

The administration and management of schools of **primary** and **secondary general** and **vocational education** is locally organized. The municipal authorities are the competent authority for publicly-run schools, while foundations or associations are the competent authorities for private schools. The municipal authorities are the local authorities for all schools in the area and have a wide range of executive duties, including the allocation of certain funds to public and private schools.

Funding for all levels and types of education comes, in principle, entirely out of central government funds. Public and private establishments are financed according to the same criteria. Private schools (65 % of primary schools, 75 % of secondary schools) are eligible for maintenance from State funds provided they comply with certain statutory conditions relating to their establishment and operation.

There are ten publicly-run **universities** and three private ones. One university is run by the municipality and the other public universities by the State.

On 1 August 1993, new legislation (the Higher Education and Research Act) will come into force, granting institutions of **higher education** considerable autonomy regarding course content and staffing and financial policy.

The **apprenticeship system** is coordinated by 31 national independent professional / sectorial associations or foundations. 15 regional offices are responsible for all the apprenticeships in each province. The national sectoral bodies are responsible for producing syllabuses and supervising apprentices at the work place; the regional bodies provide an information service, guidance and counselling.

National bodies receive structural funding from central government and there may be additional funding by the particular industry concerned.

The theoretical part of the apprenticeship and its funding is the responsibility of the Ministry of Education and Science, while the practical part is the responsibility of, and in principle at the expense of, the employer, although the Ministry of Social Affairs and Employment makes some contribution.

Training for the unemployed is the joint responsibility of government (Departments of Social Affairs and Welfare), employers' organizations and trade unions.

The regions organize various training activities for the unemployed and adults.

Enterprises finance the **continuing training** of their employees through funds created by collective agreements. The State may partly subsidize certain training activities organized in this context.

At *Land* level, there are committees for vocational education consisting of representatives of management, labour and the *Land* ministries. They advise the *Land* governments in matters regarding vocational education. At regional level, it is the self-administered bodies of the economy (chambers of industry and commerce, crafts industry chambers, chambers of agriculture, different chambers for independent professions) which are responsible for advising, supervising and recognizing vocational education in the region on the basis of the relevant legislation. In the companies providing training, the elected body of employee representatives has rights of codetermination with regard to the planning and implementation of vocational training and the employment of trainers. The self-administered bodies of the economy are also responsible for the examination and certification of vocational training.

The costs of in-company training are borne by the private sector, the costs of vocational schools from public funds of the *Länder*. In-company vocational training is founded on an agreement between the company and the trainee. During vocational training, the trainee receives a payment; this must be increased at least annually in accordance with age and training progress. The level of payment is negotiated between the employers' associations and the trade unions for each line of business or company.

The field of **continuing vocational training** is regulated by the federal government, the *Länder* governments and the self-administered bodies of the economy. Outside vocational schools, training has to be financed by participants. The Federal Labour Office is responsible for financial support for continuing training for the unemployed and for employees undergoing retraining. More than half of all measures in continuing vocational training are provided and financed by companies. It is supplemented and supported by a wide range of inter-company and independent providers.

GREECE

The Greek education system is governed by national laws passed by Parliament, and by executive acts (decrees, ministerial decisions ...).

Overall responsibility for education rests with the Ministry of National Education and Religion. Its basic functions and responsibilities are :

- assessment of educational needs;
- determination of educational goals and objectives;
- provision of the legal framework underlying the educational programmes, personnel, means and processes, and schools;
- coordination and evaluation of the regional education services;
- financial support and control of educational activities.

The administration and management of **primary** and **secondary education** is the responsibility of the 108 Directorates of Primary and Secondary Education in the 54 Prefectures which report directly to the Ministry. In Prefectures with a large school population, there are also Education Offices.

Operating expenses are covered by the Prefectures' budgets while repairs and maintenance costs are covered by public investment credits from the Prefectures, financed by the investment budget of the Ministry of National Education and Religion.

Higher education institutions (*AEIs*/universities and *TEIs*/ technological education institutions) are autonomous according to the Constitution, but are funded and supervised by the Ministry of National Education and Religion.

Responsibilities concerning **vocational education** and **training** for young people are shared by the Ministry of National Education and Religion and the Ministry of Labour. The former covers a huge part of vocational education provision through three main types of secondary, post-compulsory education institutions: Technical/ Vocational Schools, Technical/Vocational *Lykeia* and Comprehensive *Lykeia*. A new type of post-secondary formal vocational training establishment has recently been created, the Vocational Training Institute. These institutes fall under the total responsibility of the Organization for Vocational Education and Training (*OEEK*), which is itself under the auspices of the Ministry of National Education and Religion. The *OEEK*'s Administration Board comprises representatives from the Ministry of National Education and Religion, the Ministry of Labour, the Ministry of National Economy, the Ministry of Finance, and the social partners (employers - employees).

The *OEEK*'s tasks also include the recognition of qualifications awarded by other Greek or foreign bodies for vocational education and training, and the allocation of all EC funds intended for technical and vocational education and training under the responsibility of the Ministry of National Education and Religion.

The Ministry of Labour, through the Manpower Employment Organization (*OAED*), runs formal apprenticeship programmes which are part of the formal education system, and training courses outside the formal education system for young people and adults. A range of different Ministries organize and run training schools on a sectorial basis (merchant navy, nursing, agriculture, tourism etc.) which are part of the formal education system.

The *OAED, EOT* (Greek Organization for Tourism), many ministries and public and private companies run the majority of programmes for **continuing vocational training**. The Association of Greek Industries (*SEV*) in cooperation with the General Confederation of Greek Workers (*GSEE*) is responsible for institutes which train managers and executives.

The Ministry of Labour has largely decentralized to Regional Councils responsibility for the use of Community funds in the training field.

According to an inter-professional agreement, enterprises must make a contribution equivalent to 0.45 % of total salary costs to continuing training.

For training activities receiving Community financing, the employers, the European Social Fund (ESF) and the *OAED* share the costs equally (ie. approximately one third each).

SPAIN

Educational responsibilities are divided between the Central government (Ministry of Education and Science) and the Autonomous Communities. The Constitution gives the State exclusive competence over the following aspects of education :

- the regulation of conditions to be satisfied so that academic and professional qualifications are recognized as valid throughout Spain;
- the promulgation and implementation of basic guidelines concerning the fundamental principle of the right to education.

In practice, this includes matters relating to the length of compulsory schooling, the levels and cycles of the system, minimum education standards, the common core of knowledge throughout Spain, minimum requirements for establishments and staff, the observation of the right and duty to learn Castilian, investment planning, inspection and grant policy.

An Autonomous Community may, however, assume "full powers" in education over all other matters, ie. it becomes responsible for the management of the education system within its territory including educational institutions, teaching staff, technical inspection services, and administration. To date, seven Communities have full Education Administrations; the 10 remaining Communities, known as the "territory" of the Ministry of Education and Science, are likely to acquire "full powers" over the next few years.

The Governments or Executive Councils of all seventeen include an Education Department or Board.

At provincial level, in the 10 Communities which do not have full powers in education, administration comes under the Provincial Directorates of the Ministry of Education and Science.

In the Autonomous Communities with full powers in education, the State has Offices of Education which are responsible for those functions not transferred (always under its responsibility), whilst the autonomous administration is in charge of its own provincial administrative bodies.

At local or municipal level, the municipal authorities carry out various functions relating to education.

An integrated network of State, State-assisted private and non-State-assisted private educational establishments provides **pre-school, primary** and **secondary education, school vocational training** and **higher education.**

The State funds are disbursed by the central education administration under the Ministry of Education and Science, by the authorities in the Autonomous Communities

and by local authorities, although other Ministries also contribute to the funding of education.

Universities are autonomous and have full powers over their own assets.

Non-school vocational training, for workers and the unemployed, is the responsibility of the Ministry of Labour, advised by the General Council on Vocational Training (tripartite body).
Training is dispensed through the National Employment Institute (*INEM*), which functions centrally and regionally with 8,140 authorized centres. Its tripartite general council defines criteria and supervises the general management of the centres. Both **initial and continuing training** are publicly financed by *INEM* (in part). A significant part of training is co-financed (50%) by the European Social Fund (ESF). Enterprises must contribute 0.7% of total salary costs to continuing training.

As in the education field, transfer of powers to the Autonomous Communities is in progress. They already contribute approximately 10% to public financing of training.

The Ministers of Education and of Labour and representatives of the social partners have agreed on a National Programme of Vocational Training. With this programme, the different types of vocational training provided by the Ministry of Education and the Ministry of Labour will be coordinated and, from 1995, the qualifications they lead to will be standardized.

FRANCE

Education in France, whether public or private, is regulated on the one hand by national legislation passed by Parliament, and on the other hand by decrees and regulations issued by the Ministry of National Education and the Ministry of Higher Education and Research.

Both Ministries are represented at regional level by the 28 *Recteurs* heading the *Academies*. Some responsibilities are decentralized to regional and local authorities.

Within its field of responsibility, each Ministry continues to define educational policy, teaching aims, curricula and levels of diplomas. The Ministry of National Education also continues to be responsible for the in-service training of teachers and the definition of their status, and the Ministry of Higher Education and Research for their initial training and recruitment.

The *communes* are responsible for setting up and maintaining **primary schools**. These responsibilities are assumed by the *départments* in the case of **lower secondary education** (*collèges*) and by the regions in the case of **upper secondary education** (*lycées*).

Universities are public establishments with administrative, financial, pedagogical and academic autonomy. A variety of other public and private institutions of higher education fall under the responsibility of various Ministries.

Non-school vocational training is the responsibility of the Ministry of Labour, and of the Regions.

State policy in the field of vocational training is defined by the Ministry of Labour, Employment and Vocational Training, through the Vocational Training Delegation, with an inter- ministerial Committee setting guidelines on priority training programmes, particularly for those in difficulty or the unemployed. The Ministry also controls the use of funds and supervises the National Employment Agency (*ANPE*), the Association for Adult Vocational Training (*AFPA*) and the Association for Enterprise Creation (*ANCE*).

Regional councils also mount annual programmes of **apprenticeship** and **continuing training**, in consultation with the regional economic and social committee and the Regional Vocational Training etc. Committee (both tripartite bodies).

Enterprises must contribute 1.5 % of total salary costs (0.15 % for enterprises with fewer than 10 employees) to continuing training.

State financing depends on framework agreements with the professional sectors concerned. The State also contributes to the financing of individual training leave.

IRELAND

Education is the responsibility of central government under the Department of Education.

Control of schools is centralized, with some administrative responsibilities devolved to local bodies. (The Green Paper published in June 1992 envisages a major shift of responsibility for day-to-day administration from the Department to the individual school level.)

The vast majority of **primary schools** (*national schools*) are State-aided parish schools, administered by Boards of Management.

There are four types of **second-level schools** - private *Secondary Schools*, public *Vocational, Comprehensive* and *Community Schools*. All provide a broad balance of academic and vocational subjects. Secondary Schools are privately owned and managed by religious communities or Boards of Governors. About 95 % receive considerable financial assistance from the Department of Education. Comprehensive and Community Schools are administered by Boards of Management and financed entirely by the State through the Department. Vocational Schools are administered by Vocational Education Committees (VECs). 93 % of costs are covered by the Department, the rest by the VECs.

The State covers a considerable part of budgets of **universities** and other **higher education institutions** (which are autonomous statutory bodies), and reserves itself the right to participate in the permanent planning and budgetary management of higher education. It also funds the Higher Education Authority.

The ten **Regional Technical Colleges**, formerly administered by the VECs, became autonomous statutory bodies when the College Act came into force in January 1993.

The VECs have some limited involvement in **continuing education**.

Apprenticeships, unemployment retraining and **training schemes for school leavers** are administered by *FAS* - The Training and Employment Authority set up by the Department of Enterprise and Employment and part-funded by the EC. The European Social Fund (ESF) finances approximately 65 % of these *FAS* training courses. There are also a number of bodies with specific training functions: *CERT* (hotel and tourism), *TEAGASC* (agriculture), *REHAB* (disabled).

In industry, **continuing vocational training** is organized by sector, in each of which a *FAS* tripartite committee, representative of the Government and the social partners, recommends training initiatives to *FAS* for implementation.

One of the methods used to encourage industry to train its employees is the

implementation of Levy Grant Schemes. Under these Schemes, employers pay a payroll levy varying from 0.25 % to 1.25 % and, subject to the level of training achieved, may expect to be allowed between 80 % to 90 % of the levy paid.

ITALY

Education at **primary** and **secondary level** (general lower secondary education and classical, artistic, technical and vocational upper secondary education) is centrally administered by the Ministry of Public Education (*MPI*). All schools, be they State, non-State public (eg. run by cities and communes) or private, must conform to national laws and to decrees and regulations issued by the *MPI* if they wish to be legally authorized.

Central power is executed by Ministerial delegations and branches at regional and provincial level. For each of the 20 Italian regions, a regional Superintendent is responsible for the organization and administration of competitions for teaching posts in upper secondary schools, and general coordination between central and regional administration and policies.

Provincial Directors of Education are responsible for the recruitment of all other permanent and temporary teaching and non-teaching staff and the enforcement of laws and regulations at primary and secondary level.

The State funds the central and local offices of the Ministry of Education, salaries of teaching and non-teaching staff in compulsory education and most upper secondary schools, and teaching materials. Most funds are transferred to the provincial offices or to individual schools which have a certain administrative autonomy.

In 1989, powers over **higher education** were transferred to the Ministry for Universities and Scientific Research. The Ministry, assisted by the National University Council (*CUN*), draws up triennial development plans for the growth of the university system. There are State and non-State universities. All have teaching, scientific, organizational, financial and accounting autonomy. University income includes State subsidies.

The Regions are responsible for **vocational training** offered to young people outside the education system, with the Ministry of Labour playing a role of guidance and coordination. The Institute for the development of vocational training for workers (*ISFOL*) gives technical assistance to the regions and provides an annual report to the Ministry analysing the situation and future trends. The social partners participate in its administrative board.

The Regions (15 "ordinary" and 5 "special" status) draw up triennial training plans in consultation with the social partners. Regional observatories also provide analyses of the economic situation. Trade Unions have also developed autonomous training programmes. Enterprises are responsible for the **continuing training** of their workers.

The Regions finance training activities with subsidies provided to them by the State through a special fund. The European Social Fund (ESF) usually co-finances (50 %) State expenditure.

DENMARK

Responsibility for education in Denmark is shared between central State authorities, the counties, the municipalities and private institutions and individuals. The central State authorities regulate education and related issues through laws adopted by the *Folketing*, the Danish Parliament. These set the overall aims and define a general framework for the different types and levels of education.

The Ministry of Education controls and directs the education system in a number of ways:

- by issuing regulations in the form of ministerial orders, which lay down the aims and the framework for the education system,
- by allocating public funds on a annual basis to the various types of educational institutions (within the framework fixed by legislation),
- by settling certain educational disputes,
- by issuing guidelines, directives, and recommendations, and
- by general supervision and other means, such as the approval of curricula in certain sectors of the system, the appointment of external examiners and the appointment, or approval of, the appointment of permanent staff at educational institutions in certain sectors of the system.

Municipalities are responsible for schools (*Folkeskole*) providing **primary** and **lower secondary education** (with the exception of 10% of private schools). Counties are generally responsible for **upper secondary schools** (*Gymnasia* and institutions offering courses leading to the Higher Preparatory Examination (*Højere Forberedelseseksamen - HF*). However, one is run by central State authorities, two by municipalities, and some by private bodies. County and Municipal Councils run the schools in conjunction with the individual School Boards.

Private responsibility dominates for a variety of **non-university higher education institutions**, including teacher training colleges and engineering colleges etc. which are 100 % subsidized by the State, and folk high schools and agricultural schools etc. which receive State subsidies.

Educational institutions run by the counties or by private bodies receive State funding, up to 100% of the individual institution's budget. The municipal schools do not receive State funding. The municipalities receive block grants and distribute funds to the schools. The money is not earmarked by the State.

The State also runs the vast majority of **universities** and institutions of **further** and

higher education. The university sector institutions have a high degree of autonomy in academic matters, other institutions less.

The Ministry of Education is also responsible for laying down general rules for **vocational education** and **training courses for young people**. Courses are organized in close cooperation between the Ministry of Education and the social partners, while the structure and content of courses is decided by the social partners within 85 trade committees. The vocational schools, although State subsidized, are self-governing and administered by a Board. Under the new system of school management, certain tasks have been decentralized.

The Ministry of Labour defines the general rules for **training schemes for adults**, with the content and structure of courses decided by the social partners in 25 branch committees. The National Labour-Market Authority is currently responsible for legislative matters relating to adult training, migration, equal opportunities and for vocational guidance and mobility-promoting programmes.

A Training Advisory Council, consisting of the social partners, advises the Ministry on general matters in **continuing vocational training**. It is likely that further decentralization to regional bodies of labour-market-linked training will take place.

Public authorities partly finance certain continuing training activities through a training fund co-managed by the social partners. This fund comprises contributions from individuals and enterprises.

FEDERAL REPUBLIC OF GERMANY

The responsibilities for education and training are determined by the federal structure of government. Under the Basic Law (*Grundgesetz*), responsibility for the education system and for cultural affairs lies mainly with the *Länder*. The education system as a whole, according to the Basic Law and the *Länder* constitutions, comes under State supervision. As a rule, schools are State or local authority institutions and higher education institutions are institutions of the *Länder*. In addition, there are private schools, and some higher education institutions under church authority and a few under private control. The organization of the education system is a matter for the governments of the individual *Länder*. Education legislation covering schools, higher education, adult education and continuing education is primarily the responsibility of the *Länder*.

Under the Basic Law, the Federal Government has responsibility only in specified areas: the regulation of education grants, the promotion of scientific and academic research, the regulation of in-company vocational training in the framework of industrial and labour law, and the regulation of salaries, benefits and pensions to civil servants (e.g. teachers). The Federal Government has responsibility for passing framework legislation on such matters as general principles of higher education and public service employment at the *Land* and local authority levels.

In certain specified cases, the Basic Law provides for the participation of the Federal Government in the fulfilment of *Länder* duties, where these duties are important for the whole country and the assistance of Federal Government is necessary (*Gemeinschaftsaufgaben*). In the educational field, this concerns the expansion and construction of institutions of higher education, including university clinics. In addition, under the Basic Law, federal and *Land* authorities can cooperate, on the basis of agreements, on educational planning and on the funding of academic research institutions and projects of supra-regional importance.

In addition to cooperation with the Federal Government, the governments of the *Länder* also cooperate amongst themselves. The instrument for cooperation among the *Land* governments in education is the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany (*Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland*). Cooperation takes place with the aim of creating a common and comparable basic structure for the school system and, in terms of quality and structure, comparability throughout higher education and research. To a large extent, this cooperation has indeed led to a harmonization of structures.

Supervision of the **school system** is the responsibility of the Ministries of Education and Cultural Affairs in their capacity as the highest educational authority. School administration, which varies according to the *Land* and school type, is in many cases structured in a three-tiered system, in which the Ministries of Education and Cultural

Affairs form the upper level, the regional school departments or independently existing upper-level schools' offices (*Oberschulämter*) form the middle tier, and the schools' offices (*Schulämter*) of the local authority form the lower tier. In some *Länder*, school administration is based on a two-tiered system. Here, it is either the middle or the lower level which is eliminated. Payment of salaries, benefits and pensions for teachers is the responsibility of *Länder* governments.

In many *Länder*, the local authorities are the providing bodies for public-sector schools. This means that the local authorities are responsible for setting-up, organizing and administering the schools, which they must also fund. State responsibility for provision (*Land*) is generally limited to those schools whose catchment area and significance stretches beyond the local community. In some *Länder*, provision for public-sector schools depends on who bears the costs of the teaching and administrative staff. This may be the *Land* or a local authority. In such *Länder*, a local authority body meets the other expenses of public-sector schools without thereby becoming the providing authority.

As a rule, institutions of **higher education** are State institutions under the administration of the *Land* governments, with the status of a body corporate. They have the right of autonomous self-administration within the framework of law. Institutions of higher education create their own statutes which then require the approval of the *Land* in question. The *Land* government also has supervisory authority in legal matters.

In administrative matters, there is a cooperative relationship between the responsible *Land* ministry and the higher education institution in question. The latter's administrative functions include, in addition to self-government, personnel, economic, budgetary and financial administration (unified administration). Independent of this, legal supervision, to a certain extent academic supervision, establishment and organization, and authority over financial and personnel matters all lie with the responsible *Land* ministry or government.

Vocational education in full-time and part-time vocational schools is the exclusive responsibility of the *Länder*, while the Federal Government has concurrent legislative powers over non-school, **in-company vocational training**. The two providers of training, i.e. companies and vocational schools, are not isolated from one another but act together within the framework of the dual system of vocational training, especially in terms of content and organization. This cooperation, in which business and industry are involved through their self-administered organizations under public law and labour representatives, is legally institutionalized at all levels (federal, *Land*, regional, company).

In the Federal Government, the Federal Minister of Education and Science is responsible for coordination. Representatives of management, labour, the *Länder* and the Federal Government work together with an equal voice at the Federal Institute of Vocational Training (*Bundesinstitut für Berufsbildung*). Here, training regulations for the in-company part of vocational training are formulated, on the basis of which the *Länder* framework curricula for vocational schools are coordinated.

PORTUGAL

Education in general, with the exception of certain institutions attached to other Ministries, is the responsibility of the Ministry of Education.

The central authorities ensure the implementation of laws passed and decisions taken by Government and Parliament and develop additional decisions, directives, instructions and notifications. Their functions are design, planning, coordination and inspection.

The administration of the education system (institutions of **basic, secondary** or **higher education**) is in the process of being reformed, and regional services are being restructured with a view to decentralization. The decision-making powers of local and regional authorities are increasing, and educational institutions have increasing autonomy. Regional Directorates of Education ensure the coordination and back-up of educational establishments and non-higher education establishments and the management of the respective human, financial and material resources. They will operate in coordination with local authorities (communes), to whom certain financial responsibilities have been transferred.

The financing of education (public education) is basically provided by Central Government - the Ministry of Education and other Ministries. Local authorities have some responsibility for financing the construction of schools for the first cycle of basic education and for complementary investments.

Higher education comprises public universities and polytechnics with administrative, financial, scientific and pedagogical autonomy, and private universities and other establishments which may receive State subsidies.

The Institute of Employment and Vocational Training (*IEFP*) is responsible for **apprenticeship**, and organizes courses at the **Vocational Schools** set up in collaboration with local economic partners by the Ministry of Education and Ministry of Employment and Social Security.

The Ministry of Employment and Social Security administers central and regional **centres of employment** and **vocational training**; the Institute of Employment and Vocational Training, with a tripartite administrative board, manages training funding and programmes and gives technical assistance to regional centres. Some specific programmes (*PEDIP* and *PEDAP*) are also supported by the Ministry of Industry and the Ministry of Agriculture, respectively. The national apprenticeship committee (*CNA*) has an overall role in recommending legislative and governmental measures and coordinating the work of regional committees. It also has a tripartite administrative board.

Enterprises finance their employees' **continuing training**. The State may co-finance training in enterprises in difficulty. The European Social Fund (ESF) provides financing to enterprises - either directly or through the *IEFP*.

UNITED KINGDOM

Responsibility for education is shared between central government, local government, the governing bodies of educational institutions (schools and colleges) and the teaching profession. Central government comprises the Department for Education in England (DFE), the Welsh Office (WO), the Scottish Office Education Department (SOED) and the Department of Education for Northern Ireland (DENI). The relevant Secretary of State is mainly responsible for general policy, resource allocation, teacher training and curriculum matters.

The provision of publicly-financed **schools and colleges**, and the employment of teachers has traditionally been the responsibility of local government. The responsible authorities are the 116 local education authorities (LEAs) in England and Wales, the 5 Education and Library Boards in Northern Ireland, and the 12 education authorities in Scotland. There are, in addition, separate Education Departments for Guernsey, Jersey, the Isle of Man and the Isles of Scilly.

In England and Wales, the Education Reform Act 1988 transferred responsibility for financial and related administration, including maintenance, from the LEAs to the governing bodies of individual schools and colleges. Although LEAs remain the formal employers of teachers, the governing bodies of schools and colleges are responsible for their recruitment, appointment, management, appraisal and dismissal.

Publicly-funded schools (*maintained schools*) may be divided into county schools (established and funded by LEAs) and voluntary schools (financially maintained by LEAs but established by other bodies) and self-governing State (grant-maintained) schools (established by LEAs but now funded direct by central government). Grant-maintained schools are those which, in accordance with the Education Reform Act 1988, have opted out of local education authority control. There are currently (1993) approximately 300 such schools but the Government expects that many more schools will opt for grant-maintained status.

In Scotland, under the School Boards (Scotland) Act of 1988, School Boards could be formed which shared the management of schools with the head teachers and the education authorities. The Boards are expected to provide an effective mechanism for progressive delegation of executive functions from the education authorities to school level. Financial and managerial responsibility are currently being devolved to school level, with the head teacher and School Board participating jointly in decision-making. The Self-Governing Schools Etc. (Scotland) Act 1989 allows schools to apply for self-governing status subject to majority agreement by parents. To date (1993) no school has so chosen.

In Northern Ireland, there are controlled schools, owned and managed by the Education and Library Boards with all their expenditure met from public funds, and voluntary schools, established by voluntary bodies and grant-aided.

Current expenditure incurred by education authorities in England and Wales is met partly from central government and partly from locally-raised income.

The expenditure of the Education and Library Boards is 100 % grant-aided by DENI, which also pays teachers' salaries.

The Employment Department funds specific educational programmes such as the Technical and Vocational Education Initiative (TVEI), which aims to make education more relevant to the world of work, and Compacts, which bring local employers and pupils together.

Further education (non-advanced post-compulsory education) has been reorganized and colleges are now incorporated institutions, independent of local authority control.

Since 1993, the Further Education Funding Councils for England and for Wales and the Scottish Office Education Department are fully responsible for funding arrangements and quality assessment in this sector. Further education colleges in Northern Ireland remain the responsibility of the Education and Library Boards. Several non-governmental organizations are responsible for standards at further education level, including the National Council for Vocational Qualifications (NCVQ), the Business and Technology Education Council (BTEC), the City and Guilds of London Institute (CGLI) and the Scottish Vocational Education Council (SCOTVEC).

Although institutions of **higher education** in the United Kingdom, except for one private university, are largely State-funded, they are autonomous. Since 1993, the three Higher Education Funding Councils (for England, Wales and Scotland, respectively) are fully responsible for funding arrangements and quality assessment in higher education. A new Northern Ireland Higher Education Council came into being on 1 April 1993, taking its place alongside the other Funding Councils.

In England and Wales, overall responsibility for **youth training, employment training** and **enterprise schemes** lies with the Employment Department, in consultation with the Welsh Secretary. Publicly-funded training schemes are delivered locally, by Training and Enterprise Councils (TECs). Particular emphasis is placed on training for the long-term unemployed, the disadvantaged and young people.

In Scotland, the overall responsibility for training rests with Scottish Enterprise and Highlands and Islands Enterprise, with local delivery by Local Enterprise Companies (LECs). The State supports training for the long-term unemployed and for young people. It may also assist in training for those with disabilities or other disadvantage.

In Northern Ireland, the Training and Employment Agency is responsible for the administration and delivery of all Government training programmes.

Commercial enterprises finance the **continuing vocational training** of their employees and may receive subsidies available within the framework of national or local priorities to do so.

EURYDICE
The Education Information Network in the European Community

Educational cooperation in the Community

The education systems in the twelve EC Member States vary considerably and this variety, which is the result of historical and cultural factors, is itself a source of wealth. In order to ensure that this diversity does not become an obstacle to the free movement of people, it is essential to provide effective information on the operation and structures of the education systems. It is also vital for each country to benefit from the experience of its Community partners and thus contribute to the development of European educational cooperation.

In February 1976, the Council of the European Communities and the Ministers of Education adopted an action programme in the field of education (1) and agreed amongst other things to set up an information network. This information network, known as EURYDICE, is designed therefore to underpin educational cooperation within the European Community.

It was recognised in 1990 as the chief instrument for providing information on national and Community structures, systems and developments in the field of education (2).

Each Member State has, in accordance with its own distinctive education structures, designated at least one Unit to participate in the network and the Commission of the European Communities has set up the EURYDICE European Unit.
The functioning of EURYDICE is based on cooperation among all the Units. In addition, the European Unit coordinates and stimulates the network.

(1) Official Journal C 38, 19.2.1976, p.1
(2) Official Journal C 329, 31.12.1990, p.23

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Eurydice's kontorer
Eurydice - Informationsstellen
Eurydice Information Units
Unités du Réseau Eurydice
Unità di Informazione Eurydice

Eurydice Informatiediensten
Μονάδες του Δικτύου Πληροφοριών Ευρυδίκη
Unidades de la Red Eurydice
Unidades da Rede Eurydice

EUROPEAN COMMUNITY
The Eurydice European Unit
Rue d'Arlon 15
B-1040 Brussels
Tel.: 32-2-238.30.11
Telefax: 32-2-230.65.62

BELGIQUE/BELGIE
Unité Belge d'Eurydice (Communauté française)
Ministère de l'Education, de la Recherche et de la Formation
Secrétariat Général
Cité Administrative de l'Etat
Boulevard Pachéco 19, Bte 0, 7e etage
B-1010 Bruxelles
Tel.: 32-2-210.55.25
Telefax: 32-2-210.55.38

Belgische Eurydice-Eenheid (Vlaamse Gemeenschap)
Ministerie van Vlaamse Gemeenschap
Centrum voor Informatie en Documentatie
Departement Onderwijs
Koningsstraat 71
B-1000 Brussel
Tel.: 32-2-219.90.42 / 219.87.54
Telefax: 32-2-219.77.73

DANMARK
Eurydice's Informationskontor i Danmark
Undervisningsministeriet
Frederiksholms Kanal 25 D
DK-1220 København K
Tel.: 45-33-92.52.01
Telex: 22275
Telefax: 45-33-92.55.67

BUNDESREPUBLIK DEUTSCHLAND
Eurydice Informationsstelle des Bundes
Bundesministerium für Bildung und Wissenschaft
Heinemannstrasse 2
D-53170 Bonn
Tel.: 49-228-57.28.33
Telex: 3630=bmbw
Telefax: 49-228-57.20.96

Eurydice Informationsstelle der Länder
Sekretariat der Ständigen Konferenz der Kultusminister der Länder
Nassestrasse 8
D-53113 Bonn
Tel.: 49-228-50.12.70
Telex: 886587 kmk d
Telefax: 49-228-50.13.01

ESPAÑA
Unidad Nacional de Eurydice
Centro Nacional de Investigación, Documentación y Evaluación
c/ San Agustín 5
E-28014 Madrid
Tel.: 34-1-549.66.81
Telefax: 34-1-543.73.90

FRANCE
Unité Nationale d'Eurydice
Ministère de l'Education Nationale
Direction des Affaires Générales,
Internationales et de la Coopération
Sous-Direction des Affaires Multilatérales
DAGIC 7
Rue de Grenelle 110
F-75357 Paris
Tel.: 33-1-40.65.66.65 / 40.65.67.66
Telex: 33-1-40.270925
Telefax: 33-1-45.44.57.87

HELLAS
Eurydice
Ministry of Education
Mitropoleos 15
GR-10185 Athens
Tel.: 30-1-323.74.80
Telex: 216270
Telefax: 30-1-324.82.64

IRELAND
Eurydice Unit / E.C. Section
Department of Education
6th floor - Apollo House
Tara Street
EIR-Dublin 2
Tel.: 353-1-873.47.00
Telex: 31136
Telefax: 353-1-679.13.15

ITALIA
L'Unità Nazionale di Eurydice
Ministero della Pubblica Istruzione
Biblioteca di Documentazione Pedagogica
Palazzo Gerini, Via Buonarroti 10
I-50122 Firenze
Tel.: 39-55-241.187
Telefax: 39-55-242.884

LUXEMBOURG
Unité Nationale d'Eurydice
Centre de Psychologie et d'Orientation Scolaires
Route de Longwy 280
L-1940 Luxembourg
Tel.: 352-45.64.64.604
Telex: 3311 MENJ LU
Telefax: 352-45.45.44

NEDERLAND
Nationale dienst van Eurydice
Bibliotheek en Documentatie
Ministerie van Onderwijs en Wetenschappen
Postbus 25000
NL-2700 LZ Zoetermeer
Tel.: 31-79-53.35.02
Telex: 32636
Telefax: 31-79-53.19.53

PORTUGAL
Unidade de Eurydice
Ministério da Educação
Departamento de Programação e Gestão Financeira
Praça de Alvalade, 12
P-1700 Lisboa
Tel.: 351-1-847.24.77
Telefax: 351-1-847.24.82

UNITED KINGDOM
Eurydice Unit London
National Foundation for Educational Research
The Mere, Upton Park
GB-Slough, Berks SL1 2DQ
Tel.: 44-753-57.41.23
Telefax: 44-753-69.16.32

Eurydice Unit Scotland
Scottish Office Education Department
Room 803
Jeffrey Street, 43
GB-Edinburgh EH1 1DG
Tel.: 44-31-244.46.49
Telefax: 44-31-244.53.87

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